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PROCEEDINGS

ON THE

INAUGURATION

OF

SWARTHMORE COLLEGE.

*Eleventh Month 10th, 1869.*



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## INAUGURATION OF SWARTHMORE COLLEGE.

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Early in the afternoon, on Fourth-day, the 10th of Eleventh month, 1869, a company of about eight hundred, friends of the College, assembled to witness its inauguration. It had been opened for the students two days previously.

An elevated spot east of the building had been selected for the planting of trees, designed to commemorate the event. Here the company assembled, and our aged friend Lucretia Mott, assisted by her son, Thomas Mott, placed in the ground two oaks, which had been raised from acorns by the late James Mott, and were contributed for the purpose, and to serve as fitting memorials of his interest in the cause of education and in the erection of this College.

While they were being placed in the ground, George Truman made some appropriate explanations, and suggested that as, hereafter, they interlock their boughs, they will suggest the beautiful blending of the lives of James and Lucretia Mott.

The happy effect of perpetuating the memories of early life by the planting of trees, which, as they grow, beautifully typify the progress of our lives, while they serve to recall, as in this case, events calculated to give direction to and to make their impress upon our characters, was happily referred to.

This interesting scene was photographed in a remarkably accurate group by Henry M. Phillips, of Philadelphia, after which those who had come from distant places partook of refreshments in the dining-room of the College.

A company of eight of the students had been detailed to have care of the seating of the audience in the Lecture Hall, which, as 3 o'clock drew near, was completely filled, and yet scarcely any one was unduly crowded or obliged to stand. The centre of the hall was occupied by the students, about 170 in number, the side seats and gallery by most of the adults, and the ample platform by the managers, officers and leading friends of the College, and by some of the more venerable of those assembled.

Samuel Willets, of New York, presided, and the proceedings were remarkably orderly and dignified. It was the intention to read at the meeting the following letter received by the President, but the time not being sufficient, its publication was directed instead.

SANDY SPRING, MD., 10th month 16, 1869.

EDWARD PARRISH,

*President of Swarthmore College.*

*My Dear Friend:*—I was in Philadelphia when thy kind letter of the 10th inst. came to our office, inviting me to attend the opening of Swarthmore School on the 21st; and I did not receive it till to-day.

Having been absent from home the greater part of the last three months on business connected with the Indians, the gratification will be denied me of being present on the interesting occasion to which thy letter refers; an occasion rendered more interesting, from its being the consummation of what has been so long desired, attained through untiring perseverance and labor. My best wishes are with *you* and *it*. It cannot but be a success; the same patient industry, and financial liberality, which have gradually and successfully caused it to grow to its present imposing dimensions, as the *inanimate body*, will impart to it *vitality* and *intellect*, till it becomes a *living existence* of wide-spreading good, shedding its illuminations and benign influences far around it, through a long series of generations yet to come.

It will have difficulties to contend with; these we are bound to expect, and must be prepared for. No far-renowned institution of learning is ever founded without them; they seem indispensable, like the storm to the oak, to impart stability and permanency to its foundations. But, with *that Light* which is Friends' *Guiding Star*, and that *Strength* which is always vouchsafed to the sincere advocates of the *True*, the *Beautiful*, and the *Good*, which embrace the whole circle of Science, and constitute the great objects of the institution, the Directors and friends of the College will successfully triumph over them all.

With my whole heart I can say, may your labors be crowned with the blessing of the everlasting Father, sanctifying them to the lasting benefit of the precious children who may be, from time to time, inmates of the Institution.

Thy sincere friend,

BENJ. HALLOWELL.



At the call of the presiding officer, Hugh McIlvain, Chairman of the Building Committee, now stepped forward and laid the key of the front door of the College, and a large file of receipted bills upon the desk, stating that the building, though not in all particulars completed, is now fit for occupancy. The sum expended upon it has been \$205,480, receipts for which were now handed for examination by the Board of Managers.

The entire length of the building is 348 feet, with return wings of 92 feet each ; it consists of a center building 60 feet wide by 110 feet 8 inches deep, on either side of which are fire-proof alcoves containing iron stairs, and wings extending from either side of these, each 100 feet by 44 feet wide; the return wings are also 44 feet wide, with towers on the inner flanks 11 feet in the clear. The kitchen building in the rear is 60 feet deep by 44 feet wide. An ample laundry building has also been erected, though not yet finished. The entire structure is heated by steam from boilers located in the basement of the laundry, and is lighted by gas from a reservoir located 150 feet from the nearest point of the building.

After stating the dimensions and general characteristics of the building, the Chairman of the Building Committee concluded by resigning it to the Board of Managers.

Samuel Willets, on behalf of the Managers and Stockholders of the College, thanked the Building Committee for their faithfulness and efficiency, remarking upon the rigid economy practiced by them without sacrificing the completeness or the permanence of the building.

He then transferred the key to the President selected to have charge of the building and its inmates, and with much feeling exhorted him and all those associated with him to a faithful discharge of the responsible trust reposed in them by the Board of Managers.

Edward Parrish, President of the College, then read the following Inaugural Address:

#### INAUGURAL ADDRESS.

With thankful hearts, as with cordial congratulations, we have met to inaugurate a new era in our work—to take another important step in the progress of Swarthmore College.

The event we celebrate may seem a small item in the vast sum of human affairs which the present revolution of the earth will bring to light, yet to most of those here collected, and to many whose sympathies are with us, though they are necessarily absent, it is very

far from unimportant. This day culminates a long and arduous labor which, under the skilful guidance of the Chairman of the Building Committee, has produced an edifice not second in completeness and permanence to any heretofore erected in our country for the purposes of education.

Some of you will recur with emotions of pleasure to the meeting convened on this spot on the 10th of Fifth month, 1866, just three years and a half gone by, when we hopefully and prayerfully laid the corner-stone of this structure. Then this vast pile was only seen in the imagination of the architect and of the committee entrusted with its erection; now it is a substantial house, combining apartments for education and for living—a school and a home, comely to look upon, commodious and comfortable; from its situation and appointments a fit residence for a large number of youth whose physical and mental characteristics will be hourly influenced by their surroundings.

Let me here, in justice, say of our friend Hugh McIlvain, who has just resigned the key to the Board of Managers who appointed him, that no one could have given more intelligent thought and energy to the noble work of construction with a view to his own aggrandizement, or to add to his own comfort, than he and his worthy and efficient colleague, Edward Hoopes, have given gratuitously to serve their friends and to secure a fitting home for the future students of Swarthmore College. To this let me add a further remark, made advisedly, that in the erection of this building, strict economy has been combined with neatness and great permanence, showing that these rare and desirable qualities *may* be secured by untiring vigilance and a conscientious attention to detail, even on the part of committees entrusted with large sums for purposes of public utility.

The retrospect of the nine years which have elapsed since the meeting held in Baltimore, Tenth month 2d, 1860, in which it was first proposed to erect a new institution of learning under the care of Friends, designed to equal the best colleges in the land, is indeed full of interest to us all. Not only have we learned much in the progress of the work, but our friendships have been cemented by frequent intercourse and by varied experience, so that we have become remarkably knit together in singleness of purpose and in harmonious action. We have had periods of discouragement, have encountered some opposition and much indifference, and have had to assume again and again the thankless task of soliciting pecuniary aid; but the work has gone forward steadily, till now it approaches



the period we have so long and anxiously looked for, when the sound of the trowel and hammer is to give place to that of human speech, busy with the work of instruction, and oftentimes made eloquent with the great truths of science and religion. We ought to be reverently thankful that we have been permitted to carry on such a work, and to see it so far completed as already to promise an abundant reward. The common lot of men, devoted to narrow and selfish interests, has no enjoyments to compare with those which flow from being associated with others in harmonious labors for any great purpose of public beneficence.

A peculiarity of this organization, as contrasted with most others for like purposes, is the association of women equally with men in its origin and management. To the women of the household and furnishing committees we are especially indebted for such admirable provision for the comfort of all the inmates of this house, that it is believed very few who shall reside in it will be less favorably circumstanced than in the homes they have left. I need not name those ladies to whom this commendation most especially applies; suffice it that they have the thanks of all interested in the future of Swarthmore College.

It will be expected that in the limited time allotted to me for this discourse I should speak briefly of the educational policy and other leading characteristics of this college. The question will be asked, Is it indeed a college, or a boarding-school, in the common acceptance of the terms? I reply, it is designed to embrace all the advanced branches of knowledge taught in the colleges, but, like everything else that is valuable, it must have time to grow and develop.

The companion oaks we have just transferred to our lawn were a few years ago deposited as acorns by the hands of a dear friend now gone to his reward. Some of these children may live to see them majestic sylvan giants, destined to spread their broad branches over successive generations of students who will frequent these grounds long after the builders of this house are forgotten.

So the seed planted by Benjamin Hallowell, Martha E. Tyson and their associates, in 1860, has grown to this extent, that we have here in this goodly home 170 young people mostly eager to acquire an education, and have provided a fit corps of professors and teachers who will give them the advantages of their own liberal culture and large experience. Who shall tell what the steady growth of

half a century shall bring forth in the enlargement of the sphere and the improvement of the facilities of the College?

We have not, however, postponed the formation of a College Class, but from the material before us have already succeeded in organizing the graduating class of 1873.

It would hardly be expected that under the circumstances in which this institution has been established there should be a restrictive policy adopted in the reception of its first students. Many have subscribed for its erection with a view to the education of children not yet sufficiently advanced in age or in preparation to enter a college class; others are obliged by restricted means to forego the advantages of liberal education—a few, perhaps, as yet fail to appreciate these advantages. The wants of all will be met now in its first opening, and a large majority of the students already classified are in the three classes of the preparatory school. Those entering the lowest of these classes at this time with the intention of acquiring the diploma of the College, will pursue a continuous seven years' course of training, designed to develop their intellectual capacities and to fill their minds with objects of interest and instruction—designed to fit them for the varied duties of public and private life, and for elevated and refined social and intellectual enjoyments.

Science, covering all classified knowledge, only allows the mastery of one portion of its vast domain by insisting that the remainder should be at least partially acquired, so that education cannot be thorough if it is one-sided. No man has a powerful, intellectual grasp, who does not include a wide and comprehensive view of acquired knowledge. To some this wide view is almost intuitive, but by most men it is only gained as the result of patient labor and of well-directed application, in early life. To supply an opportunity for such labor, and give it proper guidance and direction, is the object of such institutions as this.

In the construction of this great building after the plans were matured, each department of the labor was parcelled out and detailed. To one master workman was allotted the quarrying of the stone, to another the laying of this in massive walls; one made brick, and another built them into inside partitions and chimneys; then came the roofers, the carpenters, the plasterers, the painters and glaziers, the plumbers, and, lastly, our skilful and energetic engineer, who warmed and lighted the house. So in the scheme of education we now project, we shall need a division of labor; and

no one workman can be spared without rendering the whole incomplete.

Six lines of study run through our whole course ;—these I mention, not in any assumed order of precedence or importance, but each as filling an equal and necessary place in the general plan ;—Mathematics, Natural and Physical Sciences, Language, History and Geography, Literature, Intellectual and Moral Philosophy.

For instruction in Mathematics, ample provision has been made both in the organization of the Preparatory School and of the College. Astronomy, its crowning branch of Science, can only be adequately taught to advanced classes and by the use of apparatus not yet supplied, but which, we doubt not, will be procured when there are students properly prepared to explore the regions of space. During the present session we expect to enjoy the presence, for a limited time, of the eminent Professor of Astronomy in Vassar College, Maria Mitchell, who will give a short course of lectures to our students.

Natural History and Chemistry, which go hand in hand with the Modern Science of Physics in interpreting the phenomena and forms of the material universe, have recently taken a much higher place than formerly in collegiate instruction. A more enlightened appreciation of the true relations of genera and species has made Botany, Mineralogy, Geology, Comparative Anatomy, Physiology and kindred branches exceedingly valuable, as teaching habits of accurate observation and comparison, while preparing the student to appreciate and understand the material world with which we are surrounded.

Chemistry, apart from innumerable practical applications, has its uses as an incentive to, and discipline of, the powers of invention and thought. There is scarcely an art pursued as the result of our advanced civilization but is promoted by chemical knowledge. The farmer, the manufacturer, the merchant, the lawyer and the physician is each aided in his calling, beside being greatly elevated in his conceptions of the perfection of Nature's laws, by this science of experiment and analysis.

The sciences of observation and classification are best adapted to pupils in the Preparatory School, and of these Botany, as pertaining to objects everywhere accessible, will claim a prominent place ; our surrounding hill-sides will furnish in season a great variety of specimens, and their collection and preservation wholesome recreation from more sedentary employments. A course on Zoology,



by an enthusiastic and competent lecturer, will occupy a portion of the time allotted to Natural History, during the next session.

In attempting to impart instruction in Chemistry and Physics, as part of an Elementary Course of Education, great care is required not to decrease their value as means of developing habits of scientific accuracy. They cannot be profitably presented as studies until their wonderful numerical relations can be fully appreciated, nor can they take a high place in Education unless taught practically. Hence our plans include a laboratory for Chemical Analysis and for the practice of Photography—a modern art of such great utility, and so admirably adapted to furnish young people with congenial employment, that for its introduction we shall only await the means to purchase the necessary apparatus.

To our less advanced classes, I propose to give instruction of a kind peculiarly adapted as a preparation for systematic scientific study. It will consist of a description of the properties, sources, and uses of familiar things, organic and inorganic, natural and artificial. To the student who should fail thereafter to prosecute the classified or scientific study of Chemistry and Natural History, this will at least give a knowledge of many points in connection with objects surrounding him, imparting interest to them throughout his life. Here, mention should be made of the necessity, in such a college as this, of cabinets of Natural History, so extensive as to enable teachers fully to illustrate their lectures, and to present to the eye of the student, types of creation in its varied forms. Toward this end we have already some contributions, not yet arranged in our Museum, embracing minerals, shells, and specimens illustrative of Geology, Botany, and other departments of Natural Science. A collection of 400 specimens of the birds, quadrupeds, and reptiles of Chester County, Pa., prepared by our friend Dr. Ezra Michener, has been secured to the College, through his liberality and that of Edward Hoopes,—another added to the numerous obligations under which the last named, a member of our Board, has placed us.

Instruction in the ancient and modern languages is esteemed an important part of our course. In studying the symbols by which the mind of man in all ages has attempted to communicate with its fellows, we study the mind itself in its various stages of development. As the geologist examines fossils deposited vast ages ago upon the surface of our planet, so the philologist labors over the obscure tracks of human thought revealed in fossil words; dead in themselves as to any apparent utility, but full of vitality as illus-

trating the progress of the mind of man. It has been well said that he who thoroughly masters a new language, thereby acquires twice the mastery of his own, and throughout the rest of his life, in using the noble gift of speech, which most distinguishes us from the lower animals, he is, to say the least, a richer and more cultivated man for having in his youth enjoyed this privilege.

To combine obvious utility, as much as may be, with the mental drill which the study of language affords, we have partially replaced the so-called dead languages with those of nations with which we are in frequent intercourse, and which are largely represented on the American continent. Of the modern languages, the student may pursue French and German ; of the ancient, Greek and Latin. The last mentioned, universally recognized as an indispensable requisite to a thorough knowledge of our own tongue, is required during a part of our course ; the rest are, under certain restrictions, elective.

The studies of History and of English Literature are peculiarly appropriate to a system of advanced education, and will extend throughout our seven year's course. History traces the development of mankind, from the earliest period of which we have any account, step by step, to its present condition ; points to individuals, nations, and events, as land-marks on the long road ; and especially presents the manifest overruling of a Providence, who, for his own good purpose, evolves results unlooked for by finite vision. It will readily be seen that years of careful investigation would be required for a subject so universal. The teacher can only serve as a guide, pausing at the important stopping-places, calling attention to the periods that have most affected the world's progress, and, above all, exciting an interest and spirit of research, that in after years, with more time at command than can be given in the most extended collegiate course, will lead to a comprehensive view of the history of the race.

The Geography of a country being so closely connected with its history, the student will always be required to study and recite with maps, which are quite as essential as text-books. And now that the arts of engraving and photography bring us into immediate relation with other countries, we hope, by the thoughtful kindness of friends, to have portfolios of views and portraits to illustrate each subject, heightening thereby the impression produced.

The study of the literature of our own language will claim the attention of the student, not only as a means of intellectual growth, but also as a refining influence upon the taste and imagination.



Through the art preservative of all arts, we are placed in communication with highly-gifted minds of our own and past eras; and if we have the requisite taste and cultivation, may wander with poets and philosophers through the Elysian groves which their genius and cultivation have enabled them to create; we may, at small cost, embellish our common-place lives with the companionship of the great and good, and fill up the intervals of toil with pure and profitable intellectual enjoyments. The elevating pursuits of literature are too much ignored by many parents grown old in the toil and bustle of life; the children of some of these will bring back with them from Swarthmore, a fund of literary wealth, with which to adorn and refresh their homes.

In the midst of the flood of literature, good and bad, which the newspaper and magazine are ever distributing, it is fitting that Education, which, in this country, teaches all to read, should in its more advanced stages, furnish the taste and discrimination necessary to distinguish that which is worthless or pernicious, from that which is wholesome and improving.

The department of Intellectual and Moral Philosophy, which is approached with great deference in an institution but just stepping into the ranks of advanced education, will be appropriately preceded in the several classes now organized by such instructions, in the elements of morality as are appropriate to the mental development of each. Swarthmore College would, perhaps, never have been built but for the deep-seated conviction in the minds of its founders that intellectual culture is only valuable as it is joined with influences calculated to mould the character into forms of purity and truth. The Society of Friends chiefly aims, by its system of training, to develop the innate germs of truth and goodness implanted by the Creator in every soul. As these are cultivated and grow, their effect is to choke out the weeds which would otherwise mar and deface the garden of the heart, preventing the perfect development of that fruit which is to nourish up the soul unto eternal life.

To this outline of our system of training, I might add much which, perhaps, needs to be said. If time allowed, I should speak of the opportunities which we already possess, and others which are in prospect, for every one entrusted to our care to enjoy, naturally and spontaneously, wholesome exercise, free play of the muscles, and plenty of fresh air, essentials to the complete success of any educational system.

In concluding these remarks, an allusion to myself and the position

I occupy as the head of this Institution will be in place. If I have labored without ceasing, and, as some may have thought, too zealously, in the great work of creating this College, it has been from a constant sense of duty to the cause of sound education, and from a sincere love of the principles which underlie the movement; and since the judgment of my nearest friends and this Board of Managers has accorded with my own conviction that I am to be yet further devoted to it, I have, with the sympathy and support of my companion in life, accepted the cares, responsibilities and privations involved in a residence here, which, albeit, are not without their compensations, in congenial pursuits and the society of cultivated and refined associates; and trusting to the guidance and support of the overruling Providence, who shapes our destinies and rules our hearts, if we give ourselves to serve his cause, I accept this key, ready at any time to yield it to a successor when it shall appear that I am incompetent or unworthy to hold it.

JOHN D. HICKS, of New York, being introduced, spoke as follows:

*Friends, Contributors, and Patrons of Swarthmore College:*

I have been requested to speak in behalf of the managers and contributors of New York—that we might join in the general rejoicing that we must all feel this day in the opening of this college. The hopes we have long cherished, and the expectations which inspire us, should find to-day their appropriate expression.

My friends, in making this request of me, certainly could not have been influenced in the choice by any special qualification that I possess for the service, being one of the youngest of the Board of Managers, and but little practiced in speaking. It nevertheless is perhaps fitting that a representative voice from the more youthful class should be heard. As such, and claiming your kind indulgence, I will venture to make a few brief remarks.

It is but proper that we should acknowledge, on this occasion, the uniform courtesy and spirit of co-operation which our Pennsylvania friends have extended towards us of New York. I might say, in perfect truth, that we have known, in the establishment of this college, no State limits, or local prejudices, to mar our progress, and as we have begun, I trust we shall continue. The general claims of education, its indispensability, and the urgent demands of our age, have been so often and ably stated, that any further remarks from me would seem unnecessary, yet, as we view things from the

stand-point of our individuality, we are sometimes constrained to offer them, at the risk of their seeming superfluity.

In adding this college to the list of hundreds already established in our country, we but recognize a common need, and the number of pupils that are here to-day amply attest that we have not provided for a demand that did not exist, but we have furnished in Swarthmore a college with certain distinctive peculiarities. Besides the general matter of education, according to the most approved methods of the times, we have superadded a system for the joint education of the sexes, carrying out the principle we have long recognized in our Society of equal rights, not for all men, but for all men and *women*. We not only propose to give them equal opportunities for culture, but equal rewards and honors as a measure for their attainments. In this joint education we will but imitate the natural order of our lives. Observation abundantly teaches us that the greatest happiness, the highest moral and social attainments, are produced by the joint influence of the two sexes. Acting and reacting on each other, a healthful stimulus will be felt that will not only facilitate study and aid in government, but tend to preserve the home influence. We hope in so doing to prepare the mind of the students of Swarthmore with a more correct idea of social life, so that when they leave the college and go out into the world they will do it under circumstances more favorable for their best interests than could have been had their education been separate. We undertake this peculiarity of our scheme of instruction with confident expectations of the best results.

Our college, associated by name with Friends, and established by them and those in sympathy with their views, might be expected to be sectarian in its character, and in one sense it may be so; but in another, a broader and more correct one, we trust it will not be. We have no creed, no confession of faith, or formalism in worship. We propose, so far as practicable, to influence the students in the recognition of general principles of well-doing; that each individual is sovereign in his responsibility to the higher law of his Creator, manifested in his own heart, from the dictates of which spring all the Christian virtues; leaving all questions of theology for individual judgment, and disclaiming the right of any to dictate.

This we claim to be too broad for sectarianism, and we trust the students of Swarthmore will leave its walls impressed with principles which all their after-knowledge and reflection will only deepen and confirm, but never contradict. We will endeavor to establish



principles and leave the application to individual minds, knowing well that in their application they must needs assume diversity of forms, from the fact that our beliefs are more a matter of inheritance, and a result of surrounding influences, than any distinct creation of our own.

There is happily a growing recognition of the intimate connection between human thought and human society. Give the right impulse to the one, and the other follows, as a natural sequence.

How far these anticipations shall be realized, and the minds of the students awakened to a love of knowledge, and trained by the best methods for its acquisition, will largely depend on the President, professors, and their assistants. In the selection of the President the managers have chosen one of middle age in life, neither wanting in the ripening influence of time nor crystallized by the conservatism of age—a man of the times. We trust he and his assistants will meet the wants of the day.

We do not doubt they are all influenced by the best intentions, but success will depend more on how scrupulously they become students of the situation, and careful observers of the phenomena of daily experience. When we consider the ever-widening fields of knowledge, the new secrets that nature is constantly revealing to those who patiently and diligently seek her truths, added to all that has preceded it, the responsibility of instructors becomes manifest—for at most our education must be now, more than ever before, but a guide, a start to future attainments—and our school days must be considered more as an apprenticeship to the labors of after life.

The wants we are providing for now will exist in the future no less than the present. May Swarthmore become the foster mother to thousands who will seek her halls, is the hope that inspires us to-day, and looking down the vista of coming years, we *also* hope it may be said, we builded better than we knew.

WILLIAM DORSEY, of Philadelphia, next addressed the meeting.

He commenced by saying that it was with no ordinary emotion that he viewed the result of the labors of the past eight years, in this building, nearly completed, and already tenanted by so many of the class for whom it was erected; and in continuation, spoke nearly, as follows:

“I desire to say that this College had its origin in a deeply settled conviction that it was essential to the preservation of our Society relations, that our youth should be enabled to obtain an education

according to the demands of the advanced civilization of the age—under the guarded religious care of Friends.

“During the past thirty years, while we have been deliberating as a Society upon this great necessity, many of our youth, who have sought to obtain in various institutions of learning which surround us the education we were unable to supply, have gone from us not to return, and have thus been lost to us in an associated capacity. Now we have a College under our own control, the diploma of which, we hope, will some day be equal to those of the best institutions of learning in the land.

“Allusion has been made by the last speaker to the subject of theology. It is true we do not recognize it as a branch of education, technically speaking, and although it may be said we have no written creed like unto the sects, we have a belief, a deep, abiding faith, based upon the Divine precepts and holy life of the Son of God, in their pure and simple integrity, without the manipulations of man. We believe that building upon this foundation can alone perfect the human character, and hope by this means to send from these walls all those committed to our care so trained that they shall be known in the world as honest men and women, bearing the fruits of purity and holiness.”

LUCRETIA MOTT followed, expressing her deep interest in the College, and her hope that it would never degenerate into a mere sectarian school, but that its teachings would be so comprehensive and free from theological bias, that those who receive them will be prepared to recognize good wherever found. The voice of Truth is so plain, and so universally applicable, that all may hear it in their own tongue in which they were born. She also referred to the skepticism which sometimes grows out of the study of Science when unaccompanied by religious faith, and feelingly recited the following lines of Cowper :

. . . Never yet did philosophic tube  
That brings the planets home into the eye  
Of observation, and discovers, else  
Not visible, His family of worlds,  
Discover Him that rules them ; such a veil  
Hangs over mortal eyes, blind from the birth,  
And dark in things divine. Full often, too,  
Our wayward intellect, the more we learn  
Of Nature, overlooks her Author more ;  
From instrumental causes proud to draw  
Conclusions retrograde and mad mistake.



But if His word once teach us, shoot a ray  
 Through all the heart's dark chambers and reveal  
 Truths undiscovered but by that holy light,  
 Then all is plain. Philosophy, baptized  
 In the pure fountain of eternal love,  
 Has eyes indeed ; and viewing all she sees  
 As meant to indicate a God to man,  
 Gives Him his praise, and forfeits not her own.

By the order of proceedings previously agreed upon, it was arranged that the students should withdraw at this stage of the meeting. Before doing so they were addressed by Samuel Willets, nearly as follows :

"I have been much interested in beholding the countenances of the students now before me, and hope they will act well their part, that they may by industry and attention be prepared to discharge, hereafter, the important and responsible duties of the family, the neighborhood and the State, which duties will soon devolve upon them. And I hope that in their intercourse with each other, and with the Professors and teachers, their actions may be marked by love and kindness toward all, and that they will render prompt and cheerful compliance with all the rules and regulations of this Institution, thereby making their residence here pleasant and agreeable to themselves and to those who have charge of them. And to the President, Professors and Teachers—I hope that you will administer the affairs of this College with great firmness, tempered by kindness and love,—remembering that the mercy-seat was to cover the judgment-seat to an hair's breadth.

"Friends, now let us retire in silence in our own minds, and see if we cannot feel grateful to the Author of all good for the progress we have been able to make, and to crave assistance to finish the work."

WILLIAM DORSEY implored the Divine blessing in nearly the following language :

"Almighty Father, deeply sensible that we cannot accomplish any good work without thy aid, we ask that thy blessing may rest upon our efforts and secure the fulfilment of this great work. Be with those especially, we pray thee, upon whom rests the responsibility of training the minds of the children committed to our care. Hear thou their secret prayers and clothe them with wisdom profitable to direct in all things. Pour out of thy Spirit upon their spirits and upon those of the children—so that their lives may show



forth thy glory, and theirs be the blessed reward, to enjoy thee forever."

Before dismissing the students, the Chairman further said: "And now, O Father! we pray that the blessing of Heaven may rest upon this Institution; on its President, on the Professors and Teachers, on its household, and upon us all. Amen."

#### FURTHER PROCEEDINGS.

The company remaining were asked to consider the financial necessities of the College, which are still great,—the funds heretofore subscribed being barely sufficient to fit the building for use, leaving much of the furniture yet to be provided for, and the grounds to be planted. A gymnasium, chemical laboratory, library, museum of natural history and the arts, astronomical observatory, and other necessities of an institution of liberal learning,—all remain to be supplied by the contributions of those who have means to devote to objects of public beneficence.

If time had allowed, it is believed that those present would have contributed sufficient to meet all the immediate necessities of the College; but the hour of starting of the train being near at hand, the company was obliged to separate without a sufficient sum being subscribed to warrant any additional expenditure for promoting its educational facilities.

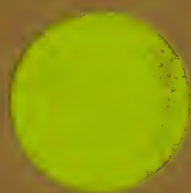




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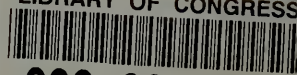
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